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CHAPTER VI CURRICULUM

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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CURRICULUM

Through the offerings of its academic departments, Milton College seeks to provide opportunity for its students to acquire that body of knowledge and to develop those attitudes towards learning which will lead to "an awareness of our cultural heritage and the basic problems of our time" as well as "a greater understanding of the physical universe and the nature and method of science."

The selection of courses provided in the humanities, the social sciences and the natural and physical sciences makes possible the accomplishment of these general objectives of liberal education.

Courses offered in the departments of education, music and business administration are fundamentally professional in tone. Yet they, too, contribute significantly to the substance of liberal education on the Milton campus.

Responsibility for Curriculum

A five-member standing committee of the faculty, with the dean of the college as chairman, is charged with responsibility for curriculum. This committee conducts continuing studies of the curriculum, receives recommendations from department heads and recommends such changes to the faculty as appear to be consistent with the purposes of the college.

Development and Growth

Professor Albert Whitford in "An Historical Sketch of Milton College" (1) stated that "in common with all the colleges of the state, including the University of Wisconsin, Milton College at

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(1) An address given at the mid-season meeting of the Alumni Association on January 20, 1916. Published by the Milton College Alumni Association.

its beginning in 1867 offered academic courses of study and it continued also its normal or teacher's course."

He added: "Besides these, its board of trustees adopted two collegiate courses; the classical and the scientific, each requiring four years of study for its completion. In the first the study of the Latin and the Greek languages was the major study, but in the second was the study of the Natural Sciences. The first course led to the degree of Bachelor of Arts, the second to that of Bachelor of Science. The students completing the normal course received, as before, only certificates of graduation."

Though members of the early graduating classes entered a variety of professions and vocations, a large proportion went into public school, normal school or college and university teaching. Due to the great demand for preparation of teachers in those early days and because of the keen interest and active participation of Milton educators in the development of the Wisconsin State Department of Public Instruction and the state school system, early curricula of Milton College were strongly professional in nature. Many courses were devoted largely to presentation of subject matter designed primarily to meet the needs of those preparing to teach.

With further development of the public school system and the founding of the state normal schools, especially Whitewater Normal in 1868, 14 miles to the east, the number of students in Milton Academy and the college normal course gradually lessened. During the latter part of the administration of President William C. Whitford, greater emphasis was placed upon the development of a strong music department and of the classical and natural science areas of the curriculum.

Following the death of President Whitford in 1902, Dr. W. C. Daland became second president of the college. Dr. Daland, a brilliant composer, had been a teacher of music in Brooklyn, New York and Elizabeth, New Jersey, and a clergyman in New York state, Rhode Island and London, England. A powerful minister and skilled organist, Daland was also an outstanding scholar and an accomplished linguist. Under his leadership there was attracted to Milton a number

of instructors with real accomplishment in music and the arts. During this period, under the stimulus of President Daland, further expansion of the curriculum occurred in these areas, and the college entered upon an era of dedication to the liberal arts.

At the turn of the century, students in the classical and scientific courses leading to the Bachelor of Arts and Bachelor of Science degrees, respectively, were required to take 23 prescribed courses and were permitted election of 13 others. The teaching staff was small and course offerings limited.

With growth of curriculum and the acceptance of the "free-elective" system (a system gaining popularity under President Eliot at Harvard and elsewhere in American colleges and universities at that time), greater freedom to elect one's courses prevailed at Milton. This trend toward maximum freedom in election of subjects continued for almost a half century to reach a high in 1947 when as many as 71 of the 120 credits required for graduation, including those in the elected major, were freely selected by the student.

Following a study of degree requirements in 1947-48, a system of "area requirements" was adopted. It was designed to insure greater balance in the courses elected. The Bachelor of Philosophy degree, abandoned at that time, was replaced by the Bachelor of Science degree.

In 1955 and 1956, with the institution of curricula leading to the degrees of Bachelor of Music Education and Bachelor of Business Administration, requirements for the Bachelor of Arts and the Bachelor of Science degrees were revised. The Bachelor of Science is now restricted to those who major in science or mathematics, and the requirements include foreign language.

Curriculum Studies

A number of critical analyses of the Milton College curriculum have been made. Among these the following are worthy of special mention.

In 1894 a detailed comparison of the entrance and degree requirements revealed that those of Milton were similar in essentials to those of the University of Wisconsin.

In 1904 and 1905 a faculty committee conducted a second analysis of these requirements and of the courses of study in the two institutions. From this investigation resulted a divisional grouping of curriculum offerings at Milton. Provision was made for major emphasis in three areas: (1) language and literature, (2) history, social science and philosophy, and (3) natural science. Graduates with majors in the first two areas received the B.A., while those majoring in natural science received the B.S.

In 1947-48 the curriculum study alluded to previously brought about revisions of degree requirements and the establishment of "area requirements" designed to broaden the student's preparation in disciplines outside the major field.

The most extended recent study of curriculum at Milton was carried on in the years of 1954, 1955 and 1956. A critical analysis was made by departmental chairmen of each course offered by their departments. Special attention was given to the contribution made by each course to general education, to advanced education and to professional and technical education. Sixty-two per cent of the 129 courses examined were thought to contribute significantly to general education, while 35 per cent were designated as belonging in the area of advanced education. Only the department of music, with offerings in public school music education, the department of business administration, and the education department were found to give primary emphasis to professional and technical education. Among results of this study were:

Establishment of curricula leading to the degrees of Bachelor of Music Education and Bachelor of Business Administration,

Increased specification of courses required for graduation to insure greater breadth of background in areas outside the major for all degrees,

Greater uniformity of degree requirements for the Bachelor of Arts and Bachelor of Science degrees.

Development of Professional Curricula

The Bachelor of Music Education degree was established in the Milton program in 1955. Prior to this time such majors had taken the Bachelor of Arts or the Bachelor of Science degrees. In the report to the faculty by the self-study committee on curriculum in June, 1956, the reasons for establishment of the new degree are set forth as follows:

> "In order to meet the recommendations of the State Department of Public Instruction and those of the National Association of Schools of Music, and to satisfy the conscience of the staff of the (music) department, it became apparent that the work required would far exceed the limits of concentration proper to the degrees of Bachelor of Arts or Bachelor of Science. The requests for this professional type of preparation were increasing and it became evident that to try to justify this curriculum in the liberal arts pattern would not be to the advantage of the liberal arts development of the college, nor would restricting a normally professional education to the concepts of liberal education create a favorable situation for music education students."

Provision for granting of the Bachelor of Business Administration degree was made in the fall of 1956 and grew out of a situation in the business administration department comparable to that which had prevailed in music education as described above. In the curriculum self-study committee report the staff of the business administration department stated:

> "It did not seem possible to remain within the liberal arts program and still obtain sufficient concentration on business administration. By limiting the concentration, the department was convinced that its graduates would be placed at an unfair competitive position in seeking and maintaining employment."

Degrees Offered

Milton College confers four baccalaureate degrees. They are: the Bachelor of Arts, the Bachelor of Science, the Bachelor of Business Administration and the Bachelor of Music Education. The courses of study leading to these degrees require a minimum of 122 semester hours with 240 quality points. (C grade = 2 quality points per credit.)

The Bachelor of Science degree is conferred on those candidates who present majors in mathematics or the natural or physical sciences. Students who entered Milton prior to 1956 and who elected a program of study under the old requirements may receive the B.S. degree in such fields as English or social science.

The Bachelor of Music Education is conferred upon majors in the music education curriculum.

The Bachelor of Business Administration degree is granted those who major in the department of business administration with a professional emphasis in accounting or in economics.

Degree Requirements

The specific requirements for each of the degrees are tabulated in Table 12 on the following page.

Within each degree program, the student exercises some freedom of election of courses. This latitude, desirable when the student is adequately counselled, provides opportunity for considerable work in areas of interest outside the major field. Often this results in more than the minimum of courses in the liberal arts, particularly in the heavily professional programs of study. Within most departmental majors some election is possible. This, too, is considered desirable in that it permits one to pursue a more specific interest within the major.

The extent to which the student may plan his own program varies with the major and the degree. With the approval of his advisor, the student has some choice within the major and within the general education requirements. Beyond this, a maximum in elective courses of 36 credits is possible in the Bachelor of Business Administration economics emphasis, 24 to 40 credits

TABLE 12

CREDIT REQUIREMENTS FOR EACH DEGREE

SUBJECTS	B.A.	B.S.	B.B.Adm.	B.Mus.Ed.
English	6	6	6	6
Literature	6	6		
Speech	4	4	2	
Education	*	*		24
Foreign Language	16[a]	16[b]		
Laboratory Science	8	8		
Sociology	6	6	6	
Social Studies, any combination				6
History	6	6	6	
General Psychology	3	3	3	3
Philosophy	3	3		
Social Studies, Science or Mathematics, outside the major	8	8		
Mathematics			8-9	
Physical Education	2	2	2	2
Major (C grade or better)	26-46	30-46[c]	53-61	69-70
Electives to make total of 122			d	
Satisfaction of English Proficiency Requirement	Yes	Yes	Yes	Yes

* 18 credits of candidates for secondary teacher's certificate
a Two years of high school language may be substituted for first year of college language
b Six credits of additional English may be substituted for second year of language
c May total 67 credits in general science major
d 15 credits must be in areas other than Business Administration

in the liberal arts majors, and a minimum of 11 in the Bachelor of Music Education program. In the General Science major, election is entirely within the major and the general requirements.

In spite of the fact that programs leading to the "professional" degrees, B.B.Adm. and B.M.Ed., contain a high proportion of quite technical courses, it is the feeling of members of the departments of business administration and music that "the setting of a professional degree in an atmosphere of the liberal arts is mutually stimulating without restricting the work of either." These departments share in the richness of the liberal arts program.

Articulation

To insure a maximum articulation of subject matter at the college level with that previously gained by the entering freshman, the sequence of courses is such that the student passes gradually and with a minimum of conscious transition onto the higher level of college general education. This articulation is facilitated by the administration of a battery of tests to the matriculating freshman during the orientation period.

The series of tests currently in use consists of the College Qualification Test and the Davis Reading Test provided by the Psychological Corporation, and the Educational Testing Service English Test and Achievement Tests I, II, and III in Social Studies, Natural Sciences and Mathematics.

Test Scores are related to national norms and the results interpreted to the faculty by the testing officer. Each new student is urged to have his scores and their implications analyzed for him by the Director of Counseling. Faculty members receive a tabulation of the scores made by all students in all parts of the tests. The information is used by faculty to identify areas of strength of the student as well as potential areas of difficulty.

General Education

The term general education is used here to designate those courses which, in subject matter and mode of presentation, are essentially a continuation of the instruction the student has received in secondary school. Such courses are those commonly

found in the non-technical liberal arts curriculum and normally occupy most of the student's time in the freshman and sophomore years.

The specified courses required of all candidates for the Bachelor of Arts and the Bachelor of Science degrees fall within the orbit of general education. The total work in required courses in programs leading to these degrees ranges from 60 to 68 credits. These requirements are well distributed among the humanities, the natural and/or physical sciences and mathematics, and the social sciences. (See Table 12 on page 53.)

As a result of the more professional nature of the Bachelor of Business Administration and Bachelor of Music Education degrees, the requirements for these degrees specify a high proportion of professional education courses. However, the basic requirements outside the major provide a minimum of 33 credits in general education for the business degree and 17 for the music degree.

The Milton curriculum gives emphasis to general education as is apparent from the summary of course offerings by departments provided in Table 14 on the following page. From the standpoint of both number of courses and total credits offered, general education constitutes approximately one-half of the curriculum. Ninety of the 192 courses offered -- 365 credits of the total 687 credits -- are classed as general education in emphasis.

In May, 1958, Milton College seniors participated for the first time in the Graduate Record Examination Area Tests. Mean score percentiles for the seniors are tabulated below. The results indicate that Milton College seniors of 1958 are average as compared to their peers across the country.

TABLE 13

GRADUATE RECORD EXAMINATIONS. AREA TESTS
Seniors, May 8, 1958

	Mean Score Percentiles
Social Science	49
Humanities	55
Natural Science	51

TABLE 14

SUMMARY OF COURSE OFFERINGS BY DEPARTMENTS

DEPARTMENT	GENERAL EDUCATION COURSES	GENERAL EDUCATION CREDITS	ADVANCED EDUCATION COURSES	ADVANCED EDUCATION CREDITS	PROFESSIONAL EDUCATION COURSES	PROFESSIONAL EDUCATION CREDITS
Art	3	4				
Biology	8	33	4	13		
Business Administration	2	10	6	18	9	29
Chemistry	4	36	4	9		
Economics	4	16	5	14		
Education					13	33
English	7	32	7	22		
Foreign Language						
French	3	18				
German	2	16				
Spanish	4	20	4	18		
Geology	1	4				
History	7	34	8	32		
Mathematics	5	23	7	29		
Music	5	32	5	17	8	17
Applied Music	6	*				
Philosophy	2	6				
Physical Education	6	12	2	8	3	6
Physics	3	15				
Political Science	6	21	3	9		
Psychology	1	3	6	21	1	3
Religion	3	6				
Sociology	5	12	4	12		
Speech	3	12	3	12		
TOTALS	90	365	68	234	34	88

* credits to be arranged

Note: For purposes of this listing certain two semester courses are listed as a single course.

English Proficiency Requirement

For some years Milton College has been conscious of the need for increasing the proficiency of her students in the usage of English. Since 1955 no student has been considered a candidate for a degree from the college until he passed, to the satisfaction of the faculty, a standard English proficiency examination.

Sophomores who failed to perform satisfactorily on the proficiency test have been directed into a course in English grammar. Such students have been required to repeat the test, in subsequent years, until an acceptable level of performance has been demonstrated.

Though the system described has resulted in marked improvement and in a measure has accomplished its purpose, it has fallen short of the desired goal and has led to a number of administrative problems. A serious weakness of the system is the identification of poor proficiency in English at the middle rather than at the beginning of the student's college career. Furthermore, students who may never be able to demonstrate college level English competency are permitted to enter the junior and senior years with the expectation of being graduated in spite of weakness in English usage.

Recognition of this weakness led to the appointment of a special faculty committee which studied the problem and the practices of other institutions. The findings of this committee and a proposed new program were presented to the faculty in May 1958. The faculty approved the recommendations, and in the fall of 1958, the procedure as outlined below will be followed with all entering students:

1. An English usage test will be given to all first-time freshmen. Deficient students will be required to take a special, two-hour, non-credit course in English usage.

2. Remedial students will be required to repeat the English usage test at the end of one semester. Any student who does not pass the second test will be given another opportunity at the end of his second semester. Any student failing at the end of his second semester will be dropped from the college.

3. Transfer students who have attempted 24 or more credits of college work will be required to pass an English usage test for admission to Milton College.

4. Transfer students who have attempted 23 or less credits will be given an English usage test on the same basis as first-time freshmen with the exception that remedial students will be required to pass the test at the end of one semester in order to continue at Milton.

5. Students dropped due to inability to pass the English usage test will be permitted to re-apply after the lapse of one semester on the same basis as transfer students.

Because the special English proficiency committee believes that correct English usage should be integrated in the whole teaching program and that all faculty members should hold students responsible, the committee has been directed by the faculty to continue its study of the problem and recommend a plan whereby faculty members will be systematically polled for the names of students deficient in English usage. The committee is also charged with suggesting a program which will provide help for these students.

Course Offerings and Aims by Departments

Through the courses offered, the departments of instruction provide subject matter and furnish the academic atmosphere conducive to accomplishment of the general purposes of Milton College. Departmental objectives are in harmony with and serve to implement the overall functions of the college. The following examples will serve to validate this fact:

1. Of the two stated aims of the Chemistry department, the first is "to afford the student who desires a liberal education the opportunity to become acquainted with the fundamental concepts and the methods of thinking which are the basis of modern science."

2. The dual aim of the English department is "to give the grounding in writing and the understanding of literature essential to general education, and to provide the specialized studies in American and English literature needed by the English major."

3. "The aims of the department of Music are to prepare students for a career in music education, to develop skills of music performance and to make a significant contribution in the field of liberal arts."

4. "The objective of the Business Administration department is to prepare young people for responsible positions in business and industry -- emphasizing the importance of the American system of private enterprise in this country's economic development."

Offerings of the departments of instruction of Milton College are summarized in Table 14 on page 56. The courses are classified into three categories on the basis of the primary emphasis or contribution of each:

1. General education
2. Advanced education
3. Professional education

It is recognized that such classification is difficult. Introductory and Constructive Accounting may be taken as an example of difficulty in classification. This course has been categorized as general education because, to quote from the North Central Association Manual on Accrediting, "in its purposes and in its content it is a continuation of the kind of education offered in secondary schools." It also contributes a measure of information, facts and techniques, of practical value to the "liberally educated" person, and might for this reason, too, be construed to fall within the area of general education. On the other hand, to the business administration major in accounting, this same course provides basic principles and techniques of a professional nature.

Other examples are General Zoology and English Literature. These courses, in their primary purpose, provide the substance of general education and in this treatment have been so classified. But to the student preparing to teach biology or English in secondary schools, they are professional education.

The selection of courses in Chemistry, English, Music, and Business administration departments -- and the treatment of subject matter in the respective disciplines -- are typical of the full spectrum of the Milton curriculum. Even the more professional departments stress professional objectives which are compatible with the objectives of a liberal arts education.

Majors and Minors

Majors and joint majors are offered in the following areas:

Accounting	History	Spanish
Biology	Mathematics	Biology-Chemistry
Chemistry	Music	Chemistry-Mathematics
Economics	Music Education	English-Speech
English	Social Science	General Science

The general science divisional major was established in 1957 to meet more adequately the special needs of those preparing to teach science and/or mathematics in secondary schools.

Although a minor is not required for graduation, two such areas of secondary emphasis, or two majors, are required for secondary-school certification in Wisconsin. To meet the needs of students planning to enter the teaching field minors are offered as follows:

Biology	French	Physical Education
Chemistry	History	Political Science
Economics	Mathematics	Sociology
English	Music	Spanish
		Speech

The number of credits required for the major range from 26 in Spanish to 82 in music education. Minors require from 18 to as many as 28 credits.

In general, the beginning courses are offered every year. Some courses, particularly advanced courses, are offered on a two-year rotation basis.

Table 16 on page 66 lists the majors offered at Milton, the degree conferred upon candidates in each, the total credits required and specified by title in each, the elective credits in each, and the distribution of required credits in the areas of general, advanced and professional education.

The number of graduates by majors in the past 10 years is tabulated in Table 17 on page 67. The first graduate with a General Science major is expected in 1958-1959. The Spanish major was approved by the faculty on April 8, 1958. The joint majors in Chemistry-Mathematics, in English-Speech and the Music major (B.A.) are seldom elected. These relatively inactive majors require no course offerings other than those available for active majors.

Advanced Education

Advanced education courses provide for depth of penetration into the subject matter of a chosen field, a penetration which is as necessary to the liberally educated mind as is a broad background in several disciplines. These courses provide opportunity for the student to pursue further the areas of special interest which have been opened to him by his experiences in general education. For those preparing to enter the professions and vocations which require study beyond the baccalaureate level, advanced courses make possible a degree of specialization in preparation for post-baccalaureate and graduate studies.

In the summary of course offerings by departments in Table 14 on page 56, the number of courses in the advanced education category is indicated. The 68 courses so classified represent approximately one-third of the total curriculum offerings.

Plans provide that some courses above the beginning level shall be restored in physics so that a minor may be offered, as well as joint majors with chemistry and with mathematics. When demand develops, additional courses will also be offered in French and German.

As the student body increases, there will undoubtedly be increased demands for advanced education in departments which presently offer a limited number of courses. We are confident that modest increases in staff, library and physical facilities will enable us to meet those needs.

All staff members teaching in advanced education have graduate work in their teaching fields. All are experienced teachers who are adequately prepared to direct work at this level. For information on experience and graduate work of the faculty refer to pages 23 - 29.

Professional Education

Professional education may be interpreted to encompass all that a college contributes to preparation for life in a profession. Champions of the liberal arts assert, with sound reasoning, that all knowledge contributes to such preparation. However, for the practical purposes of this analysis, the term professional education is restricted to those offerings of the curriculum which contribute directly to the technical preparation of candidates for specific professions or occupations.

At Milton, the departments of business administration, education, music, physical education and psychology offer courses which give primary emphasis to professional education. These courses, summarized in Table 14 on page 56, are taken almost exclusively by candidates for the Bachelor of Business Administration or Bachelor of Music Education degrees or by those in the liberal arts programs who are preparing to teach in secondary schools. Thirty-four courses, representing 18 per cent of the total course offerings, are in the field of professional education.

Of the 460 graduates in the 10 year period from 1949 to 1958 (See Table 17 on page 67), 219 or 47.6 per cent took sufficient courses in education to qualify for secondary school teaching. Ninety-four graduates or 20.4 per cent majored in business administration. Hence, 68 per cent of the graduates in the past 10 years have included professional education in their programs.

Directed Teaching

The requirements in professional education for students who plan to enter public school teaching in Wisconsin are established by

the State Department of Public Instruction. The Education Department of Milton College prepares graduates to meet these requirements.

Among the requirements for teacher certification is that of actual practice in classroom teaching. Milton students enjoy this opportunity through the complete cooperation of administrators in the public schools of the area. Each candidate is required to spend the equivalent of four weeks in classroom observation and directed teaching.

Experience in practice teaching is required in both the major and minor subjects. Generally one phase is accomplished in the second semester of the junior year and the other in the first semester of the senior year. The practice teaching period of the junior year may be concentrated into a two-week span of full days or spread over a twelve-week period of one hour per day. In the senior year, it is customary for the practice teacher to accomplish this phase of work in one block of full-time observation and teaching. This is considered desirable as it provides the student with experience more nearly comparable to that which he will encounter when he becomes a teacher.

Throughout the period of his practice teaching, the novice is under the close supervision of the critic teacher with whose class he is working. The professor in charge of the directed teaching program observes the student teacher frequently and holds regular conferences with student and teacher to discuss progress and any problems which may arise.

The success of the practice teaching program and the professional education for teaching is indicated by: the willingness shown by school administrators and critic teachers to work with Milton's teachers in training; the long-standing recognition by the State Department of Public Instruction of the excellence of teachers prepared at Milton and their readiness to certify all teacher candidates recommended to them by the college; and the outstanding record of Milton graduates in the various teaching fields.

Adequacy of Professional Education

The teaching staff in professional education is competent to provide instruction in these courses. All staff members in the professional education departments have both a liberal arts background and extensive graduate work in the subjects they teach. They have had considerable practice in the vocations and professions for which they are training candidates. Most possess earned professional degrees or certificates in their respective areas of specialization.

For the demands of current enrollment, curriculum offerings in the professional education categories are adequate.

Space for the offerings in the music department is presently used to capacity. Plant expansion is planned to provide additional room for this department of the college and, at the same time, to release rooms now used by music to other departments.

Space and machine equipment is presently adequate for the Department of Business Administration. Current registrations in the department and enrollment trends indicate need for additional space within a few years.

Adequacy of the Curriculum

The ultimate test of the curriculum is what it does for those who graduate from the college and the accomplishments of these graduates in society. Two recent studies provide evidence that the Milton College record is good.

In January 1958, an evaluation was made of Milton graduates who are now teaching in Wisconsin. Secondary school superintendents and elementary school principals returned evaluations for 83 of the 88 Milton alumni who are teaching in Wisconsin. The returns revealed that 65 per cent of the 83 were rated "higher than average" on all nine points. When the administrators rated these 83 teachers as compared with other teachers in the system, the ratings were distributed as follows:

Outstanding	Above Average	Average	Below Average	Not Rated
21	34	19	5	4

In February, 1958, a questionnaire was circulated to the known living graduates of Milton College. Six hundred forty-four (62%) of the questionnaires were returned. Some selections from the responses are tabulated below.

TABLE 15

ALUMNI QUESTIONNAIRE, 1958

Circulated - 1036
Returned - - 644

Vocation or Profession		
Educators	196	30.4% of respondents
Business & Industry	185	28.7% " "
Homemakers	116	18 % " "
Others	147	22.9% " "

Rating by graduates of preparation for life's work received at Milton College	Excellent	51%
	Good	41%
	Average	5%
	No Response	3%
Curricular needs well met at Milton		91%
Number of graduates who earned degrees beyond those received at Milton		269 or 41% of respondents

An additional indication of the adequacy of the Milton curriculum is the statement from the University of Wisconsin: "Milton College has been fully accredited by the University of Wisconsin since 1918. We accept their students upon transfer on the same basis as those from any accredited college or university."

TABLE 16

MAJORS OFFERED AND THE REQUIREMENTS IN EACH

DEPARTMENT	DEGREE	TOTAL CREDITS	SPECIFIED CREDITS	ELECTIVE CREDITS	GENERAL EDUCATION CREDITS	ADVANCED EDUCATION CREDITS	PROFESSIONAL EDUCATION CREDITS
Accounting	B.B.Adm.	63	63	0	20	16	27
Biology	B.A., B.S.	30	25	5	20-25	5-10	0
Biology-Chemistry	B.A., B.S.	42	25-27	15-17	34-37	5-8	0
Chemistry	B.A., B.S.	30-34	28-32	2-6	28	2-6	0
Chemistry-Math.	B.A., B.S.	42	34	8	23-31	11-19	0
Economics	B.A.	40	40	0	23	13	4
Economics	B.B.Adm.	55	46	9	23-25	19-28	4-6
English	B.A.	36	24	12	12-24	12-24	0
English-Speech	B.A.	42	32	10	26-36	6-16	0
General Science	B.S.	61-67	17	44-50	51-67	0-10	18
History	B.A.	30	12	18	12-25	5-18	0
Mathematics	B.A., B.S.	30	19	11	5	25	0
Music	B.A.	36	36	0	22	12	2
Music Education							
Vocal	B.Mus.Ed.	77-79	77-79	0	24-26	13	40
Instrumental	B.Mus.Ed.	80-82	80-82	0	24-26	12	44
Spanish	B.A.	26*	20	6	10-12	14-16	0
Social Science	B.A.	32	8	24	14-24	8-18	0

* in biology, chemistry or mathematics

Note: For secondary school teaching certificates 18 credits are required in Education in addition to those indicated (except in Music Education and General Science).

TABLE 17

GRADUATES IN THE PAST 10 YEARS BY DEGREES AND BY MAJORS

YEAR	Total Graduates	Graduates with Education Credits	NUMBER OF DEGREES GRANTED				NUMBER OF GRADUATES BY MAJORS																	
			B.A.	B.S.	B.Bus.Adm.	B.Mus.Ed.	Accounting	Bus.Adm.	Economics	Music	Music Ed.	Pub.Sch.Music	Biology	Biol.-Chem.	Chemistry	Chem.-Math.	English	Engl.-Speech	Gen.Science	History	Mathematics	Soc.Science	Other	
1949	62	25	15	47	not offered	not offered	not offered	15		2	not offered	2	2	1	3	not offered	5		not offered	16	4	11	1	(Physics)
1950	80	34	18	62				15	1	1		4	4	2	4		5			15	4	24	1	(Math.-Physics)
1951	71	33	12	59				15				12	6	3	2		5	1		9	4	13	1	(Physics)
1952	42	22	6	36				5				5	1	1	1		5	2		9	2	11		
1953	39	18	9	30				9				4	1	4			5	2		2	1	10	1	(Ed.)
1954	31	16	6	25				6				6	1	2	2		3					10	1	(Physics)
1955	20	8	2	18				3				2		3			1			5		6		
1956	35	22	3	29		3		6				3	1	1			2			4	2	16		
1957	41	23	1	33	1	6		7	1			6	1				6	1		7	1	11		
1958*	39	18	3	23	8	5	3	3	5			5		2	1		6	1		6		6	1	(Chem.-Physics)
TOTAL	460	219	75	362	9	14	3	84	7	3	14	35	17	19	13		43	7		73	18	118	6	

* Including 6 anticipated August graduates.

Note: Some students have more than one major; only the first is tabulated here.

SUMMARY

Strengths of the Curriculum

1. The general education requirements for graduation cover a wide and complete range in the humanities, the physical and natural sciences and the social sciences.

2. Specified courses within all majors include courses in general education.

3. Advanced education courses are required for all majors except one, the general science major.

4. Adequate offerings in professional and technical education are provided those who are preparing for careers in business, industry and teaching.

5. A reasonable balance prevails between the number of courses required of all students within a program and the number which may be freely elected.

6. Revisions in the curriculum are made to meet new or reappearing needs of the student body.

7. The primary responsibility for curriculum matters rests in a standing faculty committee, with the Dean of the College as chairman. Careful study is given to proposed changes in relation to the purposes of the college.

Studies Planned

The values of liberal education have been recognized by educators and others in the professions for many years. Today business and industrial leaders are becoming increasingly aware of the fundamental importance of the liberal arts in the training of executive personnel. While much of the content of liberal education is timeless, the demands of the present day are such as to make imperative the continuing analysis of curriculum, course offerings, and methods of instruction. Milton College is conscious of this need. Changes have been made in recent years, and study continues.

Studies planned for the near future include:

1. Faculty participation in student counselling and planning of course sequence. This will be an area of study in the 1958 fall faculty conference.

2. Consideration of divisional organization of curriculum and faculty at Milton College.

3. Development of "divisional courses," which "cut across" conventional course and departmental lines. (The recently added course in World History is of this type.)